United States Court of Appeals

for the Second Circuit

EXHIBITS

74-1726

UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF NEW YORK

----------x

MEREDITH CORPORATION,
an Iowa corporation,

Plaintiff,

-against-

HARPER & ROW, PUBLISHERS, INC.; PAUL HENRY MUSSEN; JOHN JANEWAY CONGER; and JEROME KAGAN,

Defendants,

BRIAN SUTTON-SMITH, an individual, and PRENTICE-HALL, INC., a Delaware corporation,

Additional Defendants on Counterclaim.

----------x

74-1726

Civil Action No.

73 Civ. 5446 (RO)

B

UNITED STATES COURT OF APPEALS
FILED
MAY 31 1974
A. DANIEL FUSARO, CLERK
SECOND CIRCUIT

COMPILATION OF CHAPTER OUTLINES SUBMITTED IN SUPPORT OF MOTION FOR PRELIMINARY INJUNCTION AND OTHER RELIEF.

Edward A. Miller
Attorney For Defendant
Harper & Row, Publishers, Inc.

John C. Lankenau
Lankenau, Kovner, Bickford & Abrons
Attorney For Defendants
Mussen, Conger & Kagan

May 20, 1974

F

DESCRPTION OF CONTENTS OF
CHAPTER OUTLINE COMPILATION

This compilation is a comparison of two (2) sets of five chapter outlines - chapters 4, 5, 6, 7 and 9 of MCK and 2, 5, 6, 7 and 9 of the Meredith Book - identified by the Meredith editor, Julie Small, during her deposition herein, as having been prepared by her (defs' Dep. Exs. 32, 33, 34, 36, 37, 38, 39, 42(b), 43(c), 45(b) and 91). Copies of each of these exhibits and a highlighted copy of Chapter 4 of MCK, are contained in the accompanying binder submitted with this compilation.

Left Hand Column - This column is a copy of each of the chapter outlines (Exs. 32, 33, 42(b), 43(c) and 45(b)) furnished to the free-lance writer for the preparation of first drafts of Chapters 2, 5, 6, 7 and 9 of the Meredith Book. The exhibit number and page reference are shown on each page.

Right Hand Column - This column contains outlines (Exs. 34, 36, 37, 38, 39 and 91) of Chapters 4, 5, 6, 7 and 9 of MCK prepared prior to the preparation of the outlines used by the Meredith writers. The fact that Exs. 36, 37, 38 and 39 are outlines of MCK is confirmed by handwritten references on most, if not all, pages to "Muss" or "Mussen" usually followed by a number corresponding to the chapter of MCK in which the outlined material appears. Ex. 91 states on its face "outline of Mussen". A comparison of Ex. 34 (see marginal page references) with Chapter 4 of MCK (see binder) establishes that it is unquestionably an outline based on Chapter 4 of MCK. Exhibit and page references are shown throughout.

Dated: May 20, 1974

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 2 OF MEREDITH BOOK.

PAGE 1*

15-17,000 words

CHAPTER: LEARNING

I. Learning

A. Introduction

Part learning plays in the total scheme of child's development, that is, with biological nature and genetic makeup. Tremendous advances in knowledg of what learning is and how it occurs. SEE STEVENSON P 849; LIPSITT P 149; MUSSEN; SILVERMAN

Definition: SEE AUTHOR'S NOTES: SIQUELAND P. 65, 66.

Not all behvior is learned.

B. Behavior that is not generally considered learned

1. Instinctive responses

Define instinct; give examples of; discuss briefly work of ethologists; define ethologist.

2. Imprinting

Describe the phenomena using the study of HESS 1964. SEE RESEARCHER'S NOTES.

Disagreement over whether imprinting is a learned or instinctive response. SEE RESEARCHER'S (R'S) NOTES but treat more simply as in SILVERMAN P. 79.

Critical period findings coming from studies on imprinting. Discuss implications for learning in humans. SEE SILVERMAN P. 79

3. Maturation

SEE SILVERMAN P. 74 & 70

Definition: Development of the organism as a function of time or age; maturation refers to neurophysiological-biological changes from conception to death.

Give examples of (child examples)

Describe briefly CARMICHAEL'S study with salamanders. SEE SILVERMAN ABSTRACT P. 74. Qualify Carmichael's findings with findings of study by MATTHEWS & DETWILER 1926 that prolonged immersion of the salamander in chloretone did produce an impairment. See abstract enclosed.

Interplay between learning and maturation.
SEE STEVENSON P. 349 (last par.) - 850 re summary of research findings on maturation and learning studies.

DEFENDANT'S EXHIBIT 33

* One page of Defendant's Exhibit 33 consisting of the number of words to be written on each topic shown on the table of contents has been omitted.

OUTLINE OF LEARNING AND DEVELOPMENT PREPARED BY JULIE SMALL WHICH APPEARS TO BE SIMILAR TO CHAPTER 4, LEARNING AND DEVELOPMENT, IN MUSSEN, CONGER, KAGAN BOOK.

PAGE 1

Learning and Development

Deft Ex 34 6-6-74 RMR

MCK p. 99++

Learning

1. Introduction. Part learning plays in the total scheme, that is, with biological nature and genetic makeup. Tremendous advances in knowledge of what learning is and how it occurs.

2. Define and discuss. Include definitions of stimulus (both visual stimulus and internal stimulus) and response (motor acts, physiological responses, and internal responses) Give examples.

MCK p. 101

3. Not all behavior is learned.

MCK p. 101

Behavior that is not learned.

1. Instinctive responses. Define; give examples of. Discuss work of ethologists; define ethologist; cite an important study in area. (R)

2. Imprinting. Define; give example of discuss a study (probably one of Lorenz). (R)

MCK p. 102

3. Maturation. Define and discuss. Give example of. Discuss study of Carmichael (1926) with salamanders. Discuss interplay between learning and maturation; is not maturation alone, or learning alone. Ex., walking. (R)

DEFENDANT'S EXHIBIT 34

All page references on far right are to the Mussen, Conger, Kagan book and are noted on the basis that the topic is treated on that page of Mussen, Conger Kagan as shown on that marked copy of Chapter 4 of Mussen, Conger, Kagan included in the binder of documents.

OUTLINE SENT TO FREE LANCE WRITER FOR
PREPARATION OF CHAPTER 2 OF MEREDITH BOOK.

I.

3. cont.

Child must reach point in maturation before learning can take place. Skinner may be able to teach a child to press a bar, but he can not teach a week-old infant to do so. Nor can he teach a rat to sing. The response must be in the organism's repertoire.

Use study on maturation & learning ~~to come.~~ HILGARD 1932.
XEROX enclosed -- see summary section.

II. Conditioned Learning

General overview for this material: There are many ways in which learning takes place. The two types of conditioned learning about to be described are two basic models that have been widely researched and have contributed to much of the learning data.

This kind of learning involves the establishment of a bond between a stimulus and a response. Give some examples and define the underlined terms.

A. Classical Conditioning

SEE AUTHORS NOTES RE relevance of this kind of learning to child development.

Describe

A new association is established between an external stimulus and a response that is basically a natural reflex.

Describe Pavlov's classic experiment with dogs.

A natural reflex response (salivation) associated to external stimulus (buzzer). The buzzer is the conditioned stimulus. A previously neutral stimulus (buzzer) is now associated with the stimulus, food (unconditioned stimulus) which naturally, innately, elicits the response of salivation. Results in new learning.

Define terminology. Relate definitions to Pavlov's experiment.

-unconditioned stimulus
-unconditioned response
-conditioned stimulus
-conditioned response

DEFENDANT'S EXHIBIT 33

OUTLINE OF LEARNING AND DEVELOPMENT PREPARED BY JULIE SMALL WHICH APPEARS TO BE SIMILAR TO CHAPTER 4, LEARNING AND DEVELOPMENT, IN MUSSEN, CONGER, KAGAN BOOK.

MCK

PAGE 1

Types of learning. p.102

Many types, from simple to more complex. Many theories + disagreement re — p.103

Basic principle is stimulus elicits response.

1. Classical conditioning. p.103

A new association is established between an external stimulus and a response that is basically a natural reflex. Explain and give example. (R) p.105

Discuss Pavlov's classical experiment with dogs. ~~Unconditioned~~ Natural reflex response (salivation) to external stimulus (buzzer). A previously neutral stimulus (buzzer) is now associated with the stimulus, food, which naturally, innately, elicits the response-salivation. Results in new learning. p.103

Discuss another important study applying to children. (R) ~~RESEARCHER~~, find study other than by Dorothy Marquis.) p.104

? Marquis' experiment eliciting sucking response in response to buzzer.

J.

DEFENDANT'S EXHIBIT 34

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 2 OF MEREDITH BOOK.

PAGE 3

II.

A. Classical Conditioning, Cont.

Discuss conditioning of sucking response in infants. Refer to LIPSETT & KAYE 1964 study. or 1965 study. SEE REESE book P. 75-78; however don't go into his experimental conditions in the depth he does--merely discuss impact of his findings. for '64 study. See abstract of 1965 study enclosed.

Summarize briefly --a couple of sentences-- other responses that have been conditioned experimentally in infants. SEE REESE BOOK PP. 82, 83.

Use STAATS & STAATS, abstracted in SILVERMAN 209-210, on conditioning of attitudes.

Use SIQUELAND & LIPSITT 1966 study involving tactile stimulation of infant's cheek. Abstract to come.

Age differences. SEE REESE book, P94

B. Operant Conditioning

Description

Developing a new association between a stimulus and an overt response that is not a reflex.

Clarify distinction from classical conditioning.

-that the response is not a reflex as in class. cond.

-that the subjects response operates or is instrumental in producing the reward (thus it is called instrumental or operant conditioning).

Expand on important role reinforcement plays in this kind of conditioning--that the subjects response produces reinfocing consequences.

SEE SIQUELAND PP. 66, 67.

DEPENDANT'S EXHIBIT 33

OUTLINE OF LEARNING AND DEVELOPMENT PREPARED BY JULIE SMALL WHICH APPEARS TO BE SIMILAR TO CHAPTER 4, LEARNING AND DEVELOPMENT, IN MUSSEN, CONGER, KAGAN BOOK.

MCK p.105

2. Operant Conditioning or operant learning

   a. Developing a new association between a stimulus and an overt response that is not a reflex. How-d Clarify differences from classical conditioning. Give example. (K)

   b. This technique requires gradual building up, since response is not a reflex.

      Involves rewards, sometimes punishment, of appropriate responses of subject. Since the subject's response operates to, or is instrumental in producing the reward, it is called instrumental or operant conditioning.

DEFENDANT'S EXHIBIT 34

OUTLINE SENT TO FREE LANCE WRITER FOR
PREPARATION OF CHAPTER 2 OF MEREDITH BOOK.

II.

B. Operant Conditioning, Cont.

Work of Skinner

- Describe his bar pressing experiment 1932 described in SILVERMAN P 213

-Describe Skinner box

Child example

Use RHEINGOLD, GEWIRTZ & ROSS 1959 described in STEVENSON P 857

+ Use SIQUELAND 1964 study. abstract enclosed.

Shaping - Successive approximations

SEE BANDURA AND WALTERS PP 2 & 3. Use example of sculptor from Skinner.

Use also example of professor conditioned by his students described in SILVERMAN P 216 and also described in DEVELOPMENTAL PSYCH TODAY (DPT) P. 36.

Applications

Behavior modification.

SEE intro. statement in STEVENSON P 867 ; See also STONE AND CHURCH P 180

Use example of overcoming child's fear of barber described in BANDURA & WALTERS 233-236

Use example of shaping cooperative behvior between children in study of AZRIN &LINDSLEY 1956 described in SILVERMAN P 215.

Programmed instruction

SEE STONE ANDCHURCH P 179

C. Summary statement on conditioned and operant learning and application to children

SEE summary statement STEVENSON P. 886-887

DEFENDANT'S EXHIBIT 33

OUTLINE OF LEARNING AND DEVELOPMENT PREPARED BY JULIE SMALL WHICH APPEARS TO BE SIMILAR TO CHAPTER 4. LEARNING AND DEVELOPMENT, IN MUSSEN, CONGER, KAGAN BOOK.

MCK

PAGE 2

c. Skinner — p.105

-Discuss as innovator in this area.
-Skinner box; describe.
-Describe one of his experiments. (R)

d. Kinds of instrumental conditioning techniques

-chance response; example (R) — p.105
-influencing occurrence of desired response; example (R) — p.105
-shaping of respons; example (R) — p.106

e. another ~~xxx~~ example of operant conditioning other than Mednick (used in Mussen). (R) Mednick? mentally ill — p.106

f. Application to changing undesired social or other behavior --behavior modification; example (R) Lovaas - psych child — p.106

g. Applications to programmed instruction -
- describe a machine
- the principles underlying programming

3. Mediational Units — p.112

-Involves internal process or responses
- Examples
- Kinds of learning process
- ~~mediation~~ stimulus - stimulus internal pr...
- " response internal process ...
- process ~~---~~ response ...

DEFENDANT'S EXHIBIT 34

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 2 OF MEREDITH BOOK.

PAGE 5

III. Variables Affecting Learning

These variables are applicable to classical and operant conditioning.

GENERAL NOTES:

1. SILVERMAN CHAPTER V is good clear reference for these principles. Aim at his simplicity of statement.
2. Relate each principle back to an experiment described earlier in chapter--either that of Pavlov or Skinner, whereever possible. Will not always apply.
3. Then give a child example whereever it works. I have suggested examples in many cases.

A. Stimulus

Nature of: internal-external; overt or physiological. SEE AUTHORS NOTES. Extent of treatment will depend on how treated under Classical Conditioning. Awe You may prefer to have complete discussion there.

B. Response

Nature of: natural or learned. SEE AUTHORS NOTES P 12. Again, you may prefer to treat this aspect of response under II.

C. Reinforcement

1. Primary and secondary reinforcement
   (distinction between and examples of)
   a. Primary - those that satisfy primary needs such as for food, water, sleep. Also innate pleasure-producing responses.
   b. Secondary - money, poker chips, diplomas can all be discussed as secondary reinforcers; a reward that acquires positive value because it gratifies a motive.

   Use WOLFE study, SEE SILVERMAN P 221 and study by CLARK with school tokens, SEE SILVERMAN P 621, 622.

   See summary statement of research - STEVENSON P 867

DEFENDANT'S EXHIBIT 33

OUTLINE OF LEARNING AND DEVELOPMENT PREPARED BY JULIE SMALL WHICH APPEARS TO BE SIMILAR TO CHAPTER 4, LEARNING AND DEVELOPMENT, IN MUSSEN, CONGER, KAGAN BOOK.

MCK

PAGE 4

Conditions effecting learning — p. 108

1. Nature of stimulus: distinctive, simple, discriminable

2. Nature of response: must either exist in subjects repertoire, natural or learned, or be taught

DEFENDAT'S EXHIBIT 34

PAGE 6

Reinforcement and Reward — p. 124

1. Primary reinforcement

-reinforcement that satisfies primary needs such as need for food, water, sleep.

-innate pleasure-producing responses — p. 125

2. Learned reward or secondary reinforcement — p. 125

A reward that acquires a positive value because it gratifies a motive

Example to clarify the distinctionbetween primary and secondary reinforcement

DEPENDANT'S EXHIBIT 34

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 6 OF MEREDITH BOOK.

PAGE 2

Vocalization and Language development

Major source: CLIFTON; See also MUSSEN.

A. Babbling.

Two early basic sounds of infant
- -crying
- -cooing, babbling

Innate response-not learned-occurs as result of maturation
SEE MUSSEN 186
- -relatively unchanged by experience the first two months
- -frequency and variety of affected by environment after the first 8-10 weeks.
  - --the vocal play between mother and infant increases the frequency and variety of babbling

Relationship of stimulation to frequecy and variey of babbling
- -infants in orphanages
- -middle class homes vs working class homes
- -effect of responding to infants utterances by smiling and touching abdomen.

STUDY RHEINGOLD, GEWIRTZ + ROSS -abstract enclosed

Infants babble to themselves even without response
- -discuss theories about. SEE MUSSEN 186. Use example of deaf infants born to deaf mute parents.

Relationship of babbling to later mental development. (M... on 187
- Studies show a relationship between frequency of early babbling and earlier high intelligence.

Use Bayley ... in Research ... — Young girls' bo... in speech ... to age ... Can that be right

- -Sex difference--interpretation of
  SEE MUSSEN 187, 188

DEFENDANT'S EXHIBIT 42B

PORTIONS OF OUTLINES OF CHAPTERS 5
AND 7 OF MUSSEN, CONGER, KAGAN BOOK
PREPARED BY JULIE SMALL.

CHAPTER 5
PAGE 6

Vocalization and Subsequent Speech Development

~~From babbling to linguistic sounds.~~

I Babbling

1. Two basic sounds of infant
   - crying
   - cooing - babbling
2. Babbling ~~spoken~~ ~~reduplicated~~ ~~nonreduplicated~~
   innate response (not learned - occurs as result of maturation (eg mussen p 126)
   relatively unchanged by experience the first 2 months.
   ~~After 2 months~~
   ~~Started - gone.~~
   frequency & variety of affected by env. after the first 8-10 weeks.
   ⇒ (vocal play betw mother & inf. increases about).

II Effect of environment on lang.
   Relationship of stimulation to frequency & variety of babbling.
   1. infants in orphanages
   2. middle class homes vs working class homes
   3. effect of responding to infants utterances by smiling & touching abdomen.

DEFENDANT'S EXHIBIT 39

CHAPTER 5
PAGE 7

infants babble to themselves even without responses.
Discuss theories about (MUSSEN 126)
Ex. Deaf infants born to deaf mute parents

III Relationship of babbling to later mental development

Studies show a relationship betw frequency & early babbling - ~~better~~ higher ~~with~~ early babbling
high intelligence.

STUDY ?? (Select one from MUSS or OTHER SOURCES)

Interpretation of this seq diff.
SEE MUSS 127, 128

DEFENDANT'S EXHIBIT 59

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PAGE 3 Vocalization and Language development, cont.

B. Speech development--stages of

1st year
--about ½ of the major phonemes (define phoneme)
--some simple morphemes (define morpheme)

~~1½ years~~ (ca early a 6 mos.)
--most of the vowel sounds
--about ½ of the consonants

Nature of sounds acquired
(consonants and vowels)

Evidence that early sound patterns are dependent on maturation and changes in neuromuscular system.

Use IRWIN'S STUDIES IN MUSSEN, 188, 189.

MD: USE TABLE MUSS 190, 191

C. Onset of talking

NOTE: Take this discussion through the appearance of 2 word sentences. Explain that although they appear at the end of 2nd year, we will discuss 2 word sentences + BRAINE'S DATA at greater length in next chapt where talking really begins to blossom and where we will consider acquisition of grammar and how sentence patterns develop.

1st word--average around end of 1st year

Growth of vocabulary and word knowledge
--vast difference between language production and comprehension
--rapid increase in word knowledge during 2nd year

Meaningful speech
--single word referring to whole idea
--expression of short sentences -- 18 to 28 months.

[Possible alternate organization: 1) Prelanguage utterances 2) Appearance of language

DEFENDANT'S EXHIBIT 42 B.

PORTIONS OF OUTLINES OF CHAPTERS 5 AND 7 MUSSEN, CONGER, KAGAN BOOK PREPARED BY JULIE SMALL.

CHAPTER 5
PAGE 8

Mus CH 5

IV Speech development

Start of 1st year

about ½ of the major phonemes (distinct phonemes)
some simple morphemes (" morphemes)

1½ years

most of the vowel sounds
about ½ of the consonants.

Nature of consonants (consonants + vowels)

Evidence that early sound patterns are dependent on maturation + change in neuromuscular system.

Use IRWINS STUDIES (SEE MUSSEN 187, 189

Re: USE Table MUS 190, 191

Onset of Talking -

1st word - average around end of 1st year

DEFENDANT'S EXHIBIT 39

CHAPTER 7
PAGE 2

Growth of vocabulary + word knowledge

- Vast daily difference day. production + comprehension

- Rapid increase in word knowledge during 2nd year

DEFENDANT'S EXHIBIT 37

CHAPTER 5
PAGE 8

- single word refers to whole idea
meaningful speech - expression of short sentences
18-28 months

DEFENDANT'S EXHIBIT 39

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PAGE 4 Intelligence

A. Historical perspective

Very brief history of concepts of intelligence touching on Darwin, Galton, Binet, Guilford, to Piaget.

B. Measurement of intelligence

Describe what attempts there have been to measure intelligence--include mention of some common tests (SEE MUSSEN 256)

Discuss their goals--what standardization means; also norms.

Then describe one--Bayley's infant scale--giving examples of questions from.

C. A critique on earlier concepts of intelligence and attempts to measure intelligence, that is, infant tests.

Include that fact that no significant relationship has been shown between scores on infant tests and later intelligence tests.

Only a limited dimen sion of mental life being tapped

D. Lead into discussion of Piaget's view of sensori-motor intelligence.
See NOTES 1

Sources:
See McCandless, Chapter 7; Mussen

Check Mussen

DEFENDANT'S EXHIBIT 42 B

PORTIONS OF OUTLINES OF CHAPTERS 5
AND 7 MUSSEN, CONGER, KAGAN BOOK
PREPARED BY JULIE SMALL.

HAPTER 7
GE 4

C. Measurement of Intell in Infancy

1. ~~Bad~~ Rev some common ones (MUSS 256)
2. ~~Exp~~ Discuss their goals, ~~standardize~~ what standardization mean. Also norms

DEFENDANT'S EXHIBIT 37

CHAPTER 7
PAGE 5

MUSS CH 7

(5)

~~Little~~
No significant relationship shown between scores on infant tests & later intelligence tests

Tests have little predictive or diagnostic value (except in cases of pathology)

No significant socioeconomic or racial ~~class~~ differences

DEFENDANT'S EXHIBIT 37

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 6 OF MEREDITH BOOK.

PAGE 5

Piaget's view of intellectual and cognitive development in infancy

NOTE: Major source for Piaget is Ginsburg and Opper's book through P. 71.

A. What Piaget means by intelligence

--the ability to adapt to the environment
--the development of this ability passes through a series of maturational stages.

B. The age at which children pass through stages is not important--all children go through same succession of stages with the rate of development varying from child to child. Precocious development is not necessarily related to precocious linguistic or numerical ability in later years.

C. Two major stages in intellectual development

1. sensorimotor intelligence (0-2 years)
   does not involve use of symbols or language. This becomes manifest near end of this period.

2. conceptual intelligence (2 years to maturity)

   Take off point for conceptual-symbolic development characterized by the use of language and symbolic functions--built upon systematic use of representation.

   -preoperational stage (1½ to 7 years).
   -stage of concrete operations (ages 7-12)
   -stage of formal operations (age 12 on)

   p26 Ginsburg

   Discuss these categories in an overview way--in order to give an overview of Piaget's whole scheme. Then state plan of study--we will deal with sensorimotor development in this section on infant and deal with conceptual intelligence later.

D. Basic principles of Piaget's theory
   1. Adaptation
      a. assimilation
      b. accommodation
   2. Organization

put this some place else

DEFENDANT'S EXHIBIT 42B

PORTIONS OF OUTLINES OF CHAPTERS 5
AND 7 OF MUSSEN, CONGER, KAGAN BOOK
PREPARED BY JULIES

CHAPTER 5
PAGE 2

II. Piaget's View of Intellectual Devel. in Infancy

1. What Piaget means by intelligence.
   - -- the ability to adapt to the environment --
   - -- His study of the development of this ability pays through a series of maturational stages

2. General stages not important - all children go through same succession of stages, but rate varies from child to child.

2. Two major stages in intell. devel.

   a. Sensorimotor intelligence (0-2 years) does not involve use of symbols or language. Images become more mobile at end of this period

   b. Conceptual intell. (2 yrs to maturity)

Precocious development of is not necessarily related to precocious linguistic or numerical ability in tasks which do not. See Muss 198

DEFENDANT'S EXHIBIT 39

CHAPTER 5
PAGE 4

Conceptual symbolic development

Preoperational period

marked by thinking by the use of language & symbolic function

- both processes build upon systematic use of representation

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PAGE 6

Piaget's view, cont.

E. Sensorimotor period
- -divided into 6 developmental stages covering 1-18 months
- -stages 1-4 (1st year)
- -stages 5,6

Cognitive functioning becomes more complex now
- -more reality oriented
- -more goal oriented
- -active experimentation of environment

-Describe each stage. Give some examples of infant behavior at each stage: (Quote some descriptions from Piaget)

Stage 1 - reflexes (birth to 1 month)

Stage 2 - primary circular reactions

Stage 3- secondary circular reactions (4 to 6 months)

Stage 4.- coordination of secondary reactions (7 to 10 months)

Stage 5 - tertiary circular reactions (11 to 18 months)

Stage 6 - 18 months

internal experimentation - development of representation, imagery, invention — I have omitted; could find no [illegible] in Ginsburg

F. Describe object permanence--development of

See JEFFERY P. 84, 85 as well as GINSBURG & OPPER BOOK, pp 49,57

G. Imitation 53

H. Classes and relations

G. pp 46,47.

G. pp 48,53

DEFENDANT'S EXHIBIT 42B

PORTIONS OF OUTLINES OF CHAPTERS 5
AND 7 OF MUSSEN, CONGER, KAGAN BOOK
PREPARED BY JULIE SMALL.

CHAPTER 5
PAGE 3

1.

~~Piaget~~

- divided into 6 developmental stages covering 1-18 mths.

- stages 1-4 } 1st year

- stages 5, 6.
  cognitive functioning become more complex.
  - more reality oriented
  - " goal "
  - ~~problem solving~~ thought
  - active experimental of environ

Stage 1 - reflexes - birth to 1 mth.

Stage 2 - primary circular reactions

Stage 3 - secondary circular reaction 4-6 mths

Stage 4 - coordination of secondary reaction
7-10 mths

Stage 5 - tertiary circular reaction
11-18 mths

Stage 6 - 18 mths.
internal experimentation. development representation, imagery
representation & intuition

Describe each stage. Give some examples of infant's behaviors at each stage.

DEFENDANT'S
EXHIBIT 39

CHAPTER 5
PAGE 4

Object permanence

describe develop of. See mus. 197, 198
but one yd what this is.

DEFENDANT'S
EXHIBIT 39

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 6 OF MEREDITH BOOK.

PAGE 7

Voluntary behavior

A. Bruner's work

1. his definition of
2. place this concept plays in whole scheme of cognitive growth theories
3. Examples of voluntary behavior from Bruner's book

Does this need more than one quote?

SEE NOTES ON BRUNER'S BOOK; RESEARCHER'S ABSTRACT OF; ALSO BRUNER'S BOOK ENCLOSED.

B. Play and cognition

1. Play seems to be the essence of all volunt ry behavior because it has to do with self-initiated programs of variation
2. Definition of
3. General point that the term play has been used rather diffusely to cover almost everything that children did. But it is now recognized that the term has been used too widely for too many things. Much once called play we would now call intelligence as it has been described earlier by Piaget.
4. Evidence that play serves important functions in the development of cognitive abilities.
5. Function of play
   Discuss various viewpoints.
6. Play as exploratory behavior--information seeking--cognitive variation seeking
7. Play, playfulness, and creativity
   LIEBERMAN '65 study in YOUNG CHILDREN
8. Play and novel repertoires
   SUTTON-SMITH '67 study in YOUNG CHILDREN
9. Piaget and developmental stages of play--give some examples from paper enclosed.

MAIN SOURCE: YOUNG CHILDREN; SEE ALSO PIAGET'S EXAMPLES AND NOTES.

DEFENDANT'S EXHIBIT 42B

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 6 OF MEREDITH BOOK.

FILE .8

8 1

Other Voluntary Behavior, Cont.

C. Curiosity

1. Berlyne - stimulus properties:
   - -novelty
   - -complexity
   - -uncertainty
   - -surprisingness
   - -incongruity

   SEE JEFFERY 89

2. Charlesworth '64 study in JEFFERY P. 91 re surprise as a measure of curiosity

3. Cantor and Cantor '64 in JEFFERY P 91 re novelty.

4. Stimulation and cognitive development

   See GOLDBERG paper for cross-cultural data on stimulation + cognitive develop. in Zambia.

DEFENDANT'S EXHIBIT 42 B

OUTLINE SENT TO FREE LANCE WRITER FOR PREPARATION OF CHAPTER 7 OF MEREDITH BOOK

PAGE 1 CHAPTER: SOCIAL DEVELOPMENT

I. INTRODUCTION

The reaction an infant receives to his early responses--crying, babbling, sucking, etc.--influence his development.

-Elaborate

-Give examples of

Close relationship between mother & child--social interaction between the two -- first major early relationship that influences course of development.

DEFENDANT'S EXHIBIT 43 C.

* 2 pages of Defendant's Exhibit 43 C consisting of the cover sheet and the number of words to be written on each topic in the table of contents have been omitted.

OUTLINE OF CHAPTER 6 OF MUSSEN, CONGER
KAGAN BOOK PREPARED BY JULIE SMALL

PAGE 1 - TUESDAYS

CHAPTER: SOCIAL LEARNING

MUSS CH6 SOC L.

I Intro.

The reaction that an infant receives to his responses (crying, sucking, babbling, movements, etc.) shape his development.

Elaborate also -- give examples from Mussen 209-210

Case relationship between mother & child - social interaction between the 2

Ch. 7

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PAGE 2

1. Relatively new concern , how child effects parent. Traditionally, parent effect on child has been the focus of study. Now known that the way the two interact is important in shaping course of development. SEE BELL paper.

2. Studies of animals show that offspring of animal have effect on their parents behavior. Mutual and reciprocal behavior shown--synchrony of behavior shown.

   Don't go into animal studies--a summary statement is sufficient.

3. Give some examples of how infant temperament can effect response of a parent with a given temperament. SEE BELL P. 85.

4. Effect of infant's irritability, activity level, etc. and mothers attitude and responsiveness on mother-infant relationship.

   MOSS STUDY IN MOSS P. 19, 20.

   BELL paper.

5. Some evidence that congenital factors affect infant's
   - -person orientation
   - -goal directedness
   - -social responsiveness.

   Limit this to a summary ~~statement~~ few paragraphs since the subject of congenital determinants of personality factors is discussed in chap- other chapter.

   The important point here is that congenital factors may determine the way a parent responds to and interacts with a child.

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PAGE 3: 1. The smile

Include in discussion that there are unlearned differences among newborns in the tendency to smile.

See MUSSEN P 222. Also MOSS PP 21-23. Use BRACKBILL 1953 study in MOSS P 22.

2. Crying

See MOSS P 19-21.
HOFFMAN et al '66 study in MOSS.

3. Hunger and the feeding situation

Discuss controversy over demand vs schedule feeding; bottle vs breast. Make point that it is felt by many psychologists today that the social interaction and stimulation of parent-child is more important than the mode of feeding.

How practices have changed over time

About 25 years ago it was thought that more permissive feeding techniques were practiced among middle-class parents-- however, recent studies show reversal of this finding.

Class differences in feeding and weaning

4. Sucking
5. Babbling
6. Scanning

An overview par. on each. Numbers 4 & 6 developed in Ch. 5. & number 5 will be developed in next chapter.

Note: The responses of the newborn have been treated in Chapter 5. After a brief review, the discussion should focus on the way these responses evoke certain behavior from the caretaker.

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OUTLINE OF CHAPTER 6 OF MUSSEN, CONGER
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PAGE 4

Mussen ch 6

The Study

1. Undesired difference among newborns in the tendency to cry

Muss p 222

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PAGE 3

Hunger & the Feeding Situation

Weight gain

Social interaction - stimulation of parent-child more important than mode of feeding - little or no long-term consequences

demand vs schedule feeding - importance of individual to mother, child relationship

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PAGE 9

Feeding & Weaning

-- class differences & feeding techniques (infant as organism)

formerly it was found that the permissive feeding techniques among lower-class & middle class parents -- no clear recent studies show reversal of this finding

-- cross cultural differences in feeding.

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(4)

Attachment

1. Explain early social learning view that has since been shown to be more complex
   SEE MUSSEN, 210, 211. Also MOSS P 15.

2. Importance of interaction with an object to which infant can cling during 1st few months of life

   HARLOW EXPERIMENT with monkeys & terry-cloth vs wire-mesh mothers. Also with fear provoking stimulus introduced. SEE MUSSEN 211, 212. Also MOSS PP. 16, 17.

   RHEINGOLD - 10 month old children - SEE MUSSEN P 227

3. Physical contact and attachment. Cuddlers, non-cuddlers study.
   Schaffer EMERSON study '64 in MOSS P 17.

4. Some investigators conclude that congenital factor underlies receptiveness to being cuddled. SEE MOSS 17, 18.

5. Visual interaction between mother and child and its implications. See MOSS P. 18, 19. STUDY OF MOSS AND ROBSON '68.

   Scanning

6. Establishment of a schema

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PAGE 2

MUSS CH.

Soc L-2

I Concept of Attachment

1. Explain ~~early~~ early social learning views that does since psychoanalytic shown to be too narrow

a. See MUSS 210, 211

Interactions

2. Importance of interaction with an object to which he can cling during the first months of life.

Test HARLOW ~~exp~~ exp with monkeys & terry-cloth vs wire-mesh mothers. / Fear provoking stimulus introduced
See MUSS 211, 212

WEINSTOCK - 10 mth old ch - See ? on MUSS

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PAGE 2.

14. Sensory?

15. Exhibition of ~~a~~ anxiety?

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Attachment, cont.

PAGE 5

7. Social responsiveness and relationship to a nurturant & socially stimulating caretaker: generalization of response

8. Stimulation theory of attachment to mother. SCHAFFER & EMERSON '64 study. SEE MOSS 29, 30.

V. Stranger anxiety

Sources

See MUSSEN. Also MOSS P. 23-27 . RHEINGOLD & ECKERMAN.

1. Describe behavior--age when exhibited

2. MORGAN & RICCIUTI '68 study in MOSS P 25.

3. Other experiments in which proximity to mother reduces the fear.

4. Interpretation of discrepancy to a schema.

MUSSEN 224, 225.

5. Other interpretations.

See critique of fear of the stranger interpretation by RHEINGOLD & ECKERMAN. Present these arguments.

VI. Separation anxiety

Sources

See MUSSEN CHAPTER 6 and 7 (PP 265-268); MOSS P. 23 +

1. Describe--give ages

2. Interpretations

-discrepancy from a schema
-attachment interpretation
-fallacy of conditioned stimulus interpretation

3. BOWLBY '60 study in MOSS ; also in MUSSEN 266

Infants separated from mothers go through sequence of protest, despair, detachment.

VII. Fear

See MUSSEN 268-269

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OUTLINE OF CHAPTER 6 OF MUSSEN, CONGER
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PAGE 2

2. Social responsiveness & relationship to nurturant & socially stimulating contacts:
generalization of responses.
REINHOLD '56: SEE NOTES ON

DEFENDANT'S EXHIBIT 36

PAGE 5

Attachment & Anxiety

A. Stranger anxiety
B. Separation anxiety

Stranger Anxiety

- distress in response to perceived discrepancy between what is and what is established
- extension to strangers age when discrepancies between child's schema and stranger's appearance are greatest
- proximity to mother reduces the fear

1. the specific behaviors age when exhibited
2. interpretation of discrepancy in a given child's own way
3. methods to either reduce the fear

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PAGE 6

Separation Anxiety

1. Definition, ages
2. Interpretation
   - discrepancy from a schema
   - attachment interpretation
   - ability to control separation

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PAGE 6 (6.)

VIII. The Institutionalized child

1. Why the institutionalized child is studied and what variables investigators are trying to control
   --lack of primary caretaker, for one.

   What other variables they may indeed be measuring.
   --deprivation of sensory stimuli
   --See #4 re interpretations. [illegible] = 1 + 4.

2. Studies show behavioral retardation in institutionalized children
   --social behavior affected
   --indifference to environment
   --passivity, withdrawn behavior
   --little vocalization--retarded in speech development
   --lack of attachment to an adult
   --little stranger or separation anxiety (which may be related to above)
   --undemanding
   --retarded motor development

3. Describe some studies
   ✓ PROVENCE & LIPTON '62 in MUSSEN AND in THOMPSON & GRUSEC P 604
   ✓ SPITZ in MUSSEN and also in THOMPSON & GRUSEC P 603. 604.
   WHITE & CASTLE '64, HANDLING OF INFANTS, in MOSS P 28.
   GOLDFARB '43 in THOMPSON & G P 604, 605; also MUSSEN 233, 234.

   Note: Use these studies as they fit into discussion.

4. Caution re interpreting what variables and factors in the environment of institutionalized children contribute to the effects described above.
   --care must be taken in assuming maternal deprivation interpretation. Studies of more than one caretaker indicate that it may not affect development adversely. Furthermore, some advantages of more than one caretaker shown in some studies.

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PAGE 7

I Lack of Primary Caretaker - The Institutionalized Child

PAGE 7

1. Studies show behavioral retardation in institutionalized child
   - affect social behavior
   - indifference to environment
   - passivity, withdrawn
   - little vocalization - retarded in speech development
   - lack of attachment to an adult - cries to little attempt at separation anxiety.
   - underweight
   - retarded motor development

Lack description + studies
Provence & Lipton (Mussen)
Spitz (Mussen)

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PAGE 8

2. (Caution re: interpretation) possibly reversible bad effect behavior.

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PAGE 8

- more vulnerable
- one must be thin in finding retardation? depends on interpretation
  - Studies of adolescence: caution you should also consider it may not affect development adversely
  - some advantages shown in some studies.

3. Following studies in later years of institution. Such as Goldfarb studies? (Mussen)

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The institutionalized child, cont.

(7)

PAGE 7 4. cont.

--others think significant factors may be
- -deprived sensory environment
- -lack of stimulation
- -poor nutrition
- -disease
- -lack of distinctive and variable stimuli (See MUSSEN 256)

See also THOMPSON & GRUSEC article P 605 + for critique of studies.

5. Select one study that gives some support of deprived sensory environment interpretation and one that supports lack of stimulation interpretation.

See PP 27-31 of MOSS. Select study from there.

Grusec

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Socialization in the 2nd year

PAGE 8

1. The second year is major socialization training period in most homes in our culture

2. Define socialization (MUSSEN 259)

3. Many new restrictions imposed on behavior that is unacceptable but thatthe child normally finds pleasureable.
   Ex: toilet training; not to mess around with food;
   curbing noise and activity level, etc.

4. Socialization demands may alter relationship (parent-child); potential source of conflict; parent now teacher-trainer rather than just supporter-comforter-provider as before.

5. Successful socialization depends on physical, cognitive, and emotional levelsof development as well as on training techiniques.

6. Motive of wishing to please parents, wishing for acceptance, etc.. for continued love and affection of parent operates in accomplishing effective socialization.

7. Socialization and autonomy
   Erik Erikson--critical periods for developing sense of autonomy.
   See MUSSEN 261.

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PAGE 6

Socialization in the 2nd year

1. Major socialization that goes on in most homes in our culture

..delay socialization (MUSS 259)

~~conscious direction of behavior~~

.. many new activities imposed on behavior that is unacceptable but that the child normally finds pleasurable.

Ex. toilet train
~~→~~ not to run around with fly open
curbing noise + activity level
etc.

2. Socialization depends on ~~my~~ other relationship
parent-child. potential source of conflict
does parent now studies theories rather than
just supports. conflict-provider
3 Successful socialization depends on physical
cognitive + emotional ~~abilities~~ development.
of child as well as on training techniques

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PAGE 7

~~4. Acceptance of self~~

4. ~~Role~~ Need of wishing to please parent + ~~wish for acceptance~~ for continued love + support in accomplishing effective socialization.

~~-dog~~

Socialization + autonomy

Erik Erikson -- critical period for development of autonomy. See MUSS 261

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~~I.~~ Socialization and toilet training

PAGE 9

A. Practices
(include social class differences)

B. What the task involves in terms of child's responses and new learnings

C. Some techniques

--readiness important; neuromuscular development
--rewards
--gradual training
--watchin; for signs before child expels feces
--imitation of older children or parent

D. Prediction of undesirable consequences from

--too early training
--too rigid training
--too ~~punitive~~ punitive training

Some negative results may be

--hostility
--tantrums
--enuresis
--witholding behavior
--over concern with cleanliness
--timidity and overconformity

However, no relationship found between specific techniques of toilet training ~~and emotional disturbance.~~ and specific negative symptoms.

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PAGE 7

Socialization + Toilet Training

A. Factors

1. ~~[illegible]~~ factors in this culture

2. Social Class difference

3. Cross cultural "

B. What the task involves in terms of children's responses + new learning

DEFENDANT'S EXHIBIT 37

-?!

PAGE 8

Toilet training, etc.

Some ~~techniques~~ techniques of toi. tr. practices

-- readiness

recommended develop

-- rewards

-- gradual training

-- waiting for signs before the

-- imitation of older children or parents

habituation of undesirable conseq. from

- too early training
- too rigid "
- too primitive

Some defecation negative results may be ~~[illegible]~~

-- hostility
-- tantrums
-- enuresis
-- withholding behavior
-- overconcern with cleanliness
-- timidity + overconformity

However no relationship found between specific techniques of t.tr. + emotional adjust.

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XI Cultural differences in child-rearing

PAGE 10

Sources: See LEVINE article and notes attached. Also GOLDBERG paper on ZAMBIAN culture. (Don't use her cognitive development section here--will discuss in other chapter.)

XII Prediction

See notes and materials enclosed.

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Personality and Social Development
Third and Fourth Years

I. Introduction

Critical years for personality development. Discuss importance of this period for formation of personality characteristics and behavior and socialization.

At this age most children are still largely at home and their personality-social characteristics still have much to do with their parents. So this chapter will deal primarily with personality and social learning in the home. (In the next section we shall deal with social and personality behavior as manifested amongst peers and in the 4h nursery school.

Give brief overview of aspects of social and personality development and learning considered in this chapter.

DEFENDANT'S
EXHIBIT 45 B

* Three pages of Defendant's Exhibit 45 B consisting of the cover sheet, the table of contents, and the number of words to be written on each topic shown on the table of contents have been omitted.

OUTLINE OF CHAPTER 9 OF MUSSEN, CONGER, KAGAN BOOK PREPARED BY JULIE SMALL.

9

Def's Ex S.S. [illegible]
4/27/74 T.M.M.

Ch 9 | Mussen
Personality Develop.
Preschool years

intro
1. Vast range of personality char. evidenced
2. Aspects of personality develop considered:
   - sexual curiosity
   - dependence / independence
   - aggression
   - achievement motivation or mastery
   - sex typing
   - anxiety
   - conscience

} Critical years for pers. develop.

Behavior that gratifies needs or motives

- Motive of acceptance
- postponing gratification

(He also goes into general discussion of motives à la our Ch 4. approach-avoidance conflict But doesn't really tie too well) PP 325-27.

Unit

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PAGE 2

The home environment and development

1. Scope of this topic is parent-child relationship and home environment and effect on personality and social behavior and learning.

2. Researchers have considered important and examined the following dimensions as important antecedents of personality and social development:

- nurturance, warmth
- permissiveness vs control
- expression of affection
- consistency of behavior toward child
- democracy vs authoritarianism

3. Methods of investigation

- interview
- observation
- home visit
- structured observation

4. Problems of conducting and evaluating research data (methodological problems)

- possible contamination of evidence
- different interpretation by investigators
- since most studies have been with middle-class parents and children, need caution re any generalization of data to other social classes

for study concerning methodological problems select from MUNSINGER PP. 291, 292

5. Discuss Fels study and its findings re effects of maternal restrictiveness on behavior. Give some background on the study itself, sample, etc.

See LONGSTRETH from chapters 7 & 12.

6. Authoritarian attitudes and effects on children
See tearsheets marked from McCandless 503-506 for studies.

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PAGE 3

III. Development of Self

1. At this period child begins to manifest identifiable personality characteristics and individual behavior.

2. Autonomy and self-awareness

   a. origin of self development

   b. As evidenced in the following: child's own naming activity; child's choice of activity; child's negativism-sense of autonomy; recognition of self in mirror; use of pronoun "I".

   Note: Each of these is to be developed uder separate head. Autonomy and negativism is the most important topic and to be given a major head.

   - naming activity
   - child's choice of activity
   - recognition of self in mirror
   - use of pronoun "I" (If there is not enough material for separate development of this, work it in with another discussion)

3. Negativism and sense of autonomy

MAIN SOURCES FOR ITEMS 1-3: Follow pretty closely to NOTES on the subject of self. See also STONE & CHURCH tearsheets.

4. Erik Erikson

   a. his theory of personality development

      See LANGE PP. 31, 32.

   b. brief mention of his stages of development approach.

   c. Develop the stage: Development of autonomy vs. shame & doubt.

      See STONE & CHURCH P. 224, 253; ERIKSON'S CHILDHOOD & SOCIETY 251-254; and ERIKSON'S YOUT & CRISIS PP. 107-114.

5. Sense of achievement and development of self

   a. Discuss Rovert White's concept of effectance motivation

   b. Achievement and mastery may operate in many areas, but researchers have focused on intellectual achievement and physical skills.

   c. Relationship of independency with achievement activities.

   d. Relationship of achievement and mastery feeling with mother's attitude and child-training procedures.

   e. Stability of achievement behavior in child's personality

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IV Sexual curiosity

1. Discuss genital interest and activity at this age

2. Discuss curiosity about sex differences and origin of babies

3. Parental attitudes and handling of sexual curiosity and interest

-pressure from parent to suppress sexual interest and activity of children

-punishment

-distraction; avoidance of noticing or labeling

4. Possible consequences of

-anxiety
-disgust
-fear of injury

See excerpted material in Mussen 328,329 for some consequences (however do not use same quote.

5. Source of conflict

-pleasant sensations vs anxiety and fear of punishment

6. Effective way of handling sexual curiosity and activity

See Mussen 329-excerpt (do not use same quote)

-Frankly, truthfully
-without embarrassment
-child may not be asking for as much info as you think

7. Cultural differences in sexual training. See Researcher's notes.

ADD RESEARCH

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EXHIBIT 15B

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PAGE 2

Sexual motives + curiosity

1. Genital interest + activity

2. Curiosity about sex difference + origins of babies

3 Parental attitudes toward + handling of in our culture
- pressure to suppress sexual interest + activity of child
- punishment
- distraction; avoidance of noticing or labeling

4. Possible consequences of
See excerpted material in Muss 328 329 for some comments (however - do not quote directly)
- anxiety
- disgust
- fear of injury

DEFENDANT'S EXHIBIT ~~Cont~~ 38

PAGE 3

Sexual motives + curiosity cont.

5. ~~Conflict~~ Source of conflict
- pleasant sensations vs anxiety + fear of punishment

6. Effective way of handling sexual curiosity + activity
See Muss 329 - excerpt.
~~Frankness~~
- Frankly truthfully
- without embarrassment
- child may not be ready for as much info as you think

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PAGE 5 - TOP PORTION

V. Identification

1. Widely consideredy by psychologists to be a basic process in personality and behavior development.

1500-2500

Caution, however, that not the only process in personality develop--

Other learning and developmental principles also operate--the place of these processes in personality develop. not certain.

2. The process of identification--how it works

a. Present the picture of the parent from child's viewpoint that would make parent so desirable for child to want to identify with or be like:

-power, strength
-competence
-giver and receiver of love, pleasure, reward

b. Child is aware of the discrepancy between his power and other desirable characteristics and those of his parents or model.

c. Assumption is that if child were similar to model he would likewise possess these desirable psychological characteristics.

AGR

d. Child may therefore imitate or adopt aspects of model's behavior..

e. Identification is strengthened by similarities to model perceived by child and others, who tell him he is like the model in certain ways.

f. The characteristics imitated or identified with become more firmly part of the child's personality as he grows and develops.

DEFENDANT'S EXHIBIT 45B

Note: Work into description some examples of identification process.

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PAGE 20

3. Function of + effect on develop + behavior
as a process in personality develop.
-- Ident is a crucial process in develop of behav patterns & personality characteristics
--Human ident also plays important role in pers develop... other learning principles apply...

DEFENDANT'S EXHIBIT 38
PAGE 20

5. How identification works. --motivation
a. present picture of parent from child's viewpoint that would make parent so desirable to want to identify with
-- power, strength
-- competence
-- giver & receiver of love
pleasure reward

aa. child is aware of discrepancy between his power & other desirable chars. of his parents

b. assumption is that if child were similar to model he would possess these desirable psychological characteristics

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PAGE 21

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PAGE 21

c. identification is strengthened by similarity to model perceived by child & other children who help reinforce positive aspects of this role.

bb. Child may therefore imitate or adopt crucial aspects of model's behavior.

d. These characteristics become motivating part of child's personality

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PAGE 5 BOTTOM PORTION

3. Conditions of identification

a. Motivation to identify with model must exist. A more nurturant, desirable model is more likely to be identified with -- higher reward value in that situation.

b. Child must view some similarity between himself and model.

c. Generally, if both parents are nurturant, etc., greater identification to parent of same sex.

d. Identification not limited to one model. Other models may exist in or outside of family.

SOURCES: See MUSSEN text; Also p. 318 xerox from Manual 1970. Use studies cited in Manual p. 318.

(5-70 IL 16-00 1-4

FERGUSON]

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EXHIBIT 456

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PAGE 20 4. Conditions for identification to take place --
- motivation to identify with model
- to discover what these qualities possessed by model
- child must view some similarity between himself & model.

DEFENDANT'S EXHIBIT 38

PAGE 21 b. a more nurturant, affectionate, desirable model is more likely to be identified with -- Parental values higher. Sex of the child attention.

DEFENDANT'S EXHIBIT 38

PAGE 21 b. generally if both parents are nurturant, greater identification to parent of same sex.

DEFENDANT'S EXHIBIT 38 c. Not limited to 1 model, other models may be in or outside of home

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PAGE 6 Personality and Social Development
. Third and Fourth Years

(1500

~~IV.~~ Sex-typing

1. It is widely held that sex-typing is a product of identification, altho other theories have been offered and will be considered here as well.

2. The major model of identification and imitation is the parent of the same sex.

3. Socialization of sex-appropriate behavior

   Sex appropriate behavior is rewarded and reinforced by parents and society. Give some example of early reinforcement and reward of sex-appropriate behavior by parents in the home.

4. Conditions or antecedents of sex-role identification

   It is generally the accepted theory that:

   -positive sex-role identification and behavior occurs when the parent of the same sex is nurturant and possesses desirable characteristics and

   -when sex-appropriate behavior is encouraged or rewarded

   -when qualities of similar to model exist

   -when model has power

   (Since some of these criteria are the same as those already discussed for identification in general, avoid repeting but gear specifically to sex-typing.)

5. Cognitive development theory of sex-typing

   -not product of identification process

   -Discuss Kohlberg's theory

   See NUSSEN 362 and NOTES 1

   -Example

GENERAL TO SECTION: Work in where appropriate to discussion the studies described in Researcher's notes.

DEFENDANT'S
EXHIBIT 45B

OUTLINE OF CHAPTER 9 OF MUSSEN, CONGER, KAGAN BOOK PREPARED BY JULIE SMALL.

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Sex-typing

1. A product of identification

2. Socialization of

- appropriate sex behavior & interest rewarded by parent's

Examples of

- social pressure to conform to sex appropriate behavior

3. Identification - to the parent of same sex as major model of identification & imitation.

~~4. This general statement but positive identifications~~

4. Positive sex-role ~~behavior occur~~ identification & behavior occurs when parent of same sex is nurturant & possesses desirable characteristics & sex-appropriate behavior is encouraged & rewarded. This hypothesis is generally accepted

~~Also occurs negative sex~~

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5. Cognitive-developmental theory of sex-typing.

- not product of identification.

- Kohlberg's theory. - (See Notes)

- Examples

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page 7

VII Development of conscience

1000-1500

1. Discuss what is meant by conscience at this age

- standards, acceptable behavior, develop of guilt
-what Freud called the superego

2. Theories of how it develops

-one theory is through identification; explain how this process could operate in develop of conscience

-research limited in this area.

3. Relationship of develop. of conscience to child training techniques and parent - child relationships

Describe kind of patterns that foster development of conscience; Give example

STUDIES: See Research notes

See Mussen 364, 365

DEFENDANTS
EXHIBIT 45B

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Develop of Conscience

1. What is meant by conscience at that age -- study of acceptable behavior -- develop of guilt

Freud called it superego

2. Theories of how it develops

a. One theory is through identification explain how this mechanism would operate

b. Research limited in this area.

c. Relationship of develop. of conscience to to training techniques. Relationship the parent-child relationship

Describe kind of techniques that foster high develop of conscience

See Muss 364, 365

Examples.

STUDIES.

(R)

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PAGE 8
VIII Dependency needs and behavior

1. Discuss what dependency feelings are.

2. Discuss origins of dependency needs and behavior in infant care situation. The development of a dependency bond. See LONGSTRETH P. 398.

Altho child is developing a sense of his own person and autonomy and is trying out much independent behavior, dependency needs are still strong. See CHURCH & STONE last par. on p. 253--"Just as the toddler is most vigorously asserting his autonomy, he may suddenly want to be helped or carried, to be babbied an. cuddled and protected." Describe this duality but do not use this quote. Give an example of.

3. Every child has dependency needs--these vary in intensity with different children. The intensity of dependency needs and expression of dependency behavior depends on many situation factors (child-parent interaction, other siblings, the way dependency needs are handled, reward and punishment of, etc.)

An example. At this age the child is usually encouraged to do things for i-himself--give example. Sudden or too early change in this adult caretaking behavior may be experienced as deprivation of adult attention and care. This may lead to excessive attention or dependency seeking behavior in the child.

Caution that above is only one situation. Not much knowledge has been accumulated re origins and antecedents of dependency.

4. Discuss different forms and expressions of dependency behavior in this age group.

See study ROSENTHAL '65 in Researcher's notes.

Discuss changes with age. See HEATHER '55 study described by researcher.

NOTE TO EDITOR: USE TABLE FROM HEATHER '55.

5. Research problems in studying question of dependency and dependency behavior.

--Manifestation of dependency behavior not directly correlated to the need for dependency. Much depends on how his dependent behavior has been reacted to by parents. Give example.

--What investigators generally label "dependent behavior" may &- have other motivation as its basis. This is a shortcoming of experiments done in this area.

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PD CH9 : L11

Dependency

A. Concept

1. Discuss what dependency really is — ex: of.

2. Many diff forms of dependency behavior in attempt to satisfy dependency motivation

3. Manifestation of dependency behavior not directly correlated to that need for dependency. Fr. Experience much depends on how his parents / peers react to his dependent behavior. Examples.

4. Other motives might be basis of what is often considered by investigators "dependent behavior" Thus a shortening of experiments done in name

5. Conflict between early dependent + indep. behaviors.

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PD CH9 L12

Dependency

B. Forms of expressing dependency in this age group

3 yr olds = dependent

Examples p. 343, par 4

Ex:

STUDY? à la Thesis in MMS 342, Jan 4 L4

6. Little knowledge of origins + antecedents of dependency behaviors

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PAGE 9 Dependency, cont.

6. Antecedents of dependency behavior

-Relationship to socialization
See xerox p. 139 with Researcher's notes.

a. warmth-hostility dimension

See R's notes. Use HATFIELD et al '67 study; also MARSHALL '61 in R's notes.

b. permissiveness-restrictiveness dimension

See MUSSEN MANUAL PP. 143-145 attached to researer's notes on subject.

c. reward-punishment dimension

See MUSSEN TEXT 343, 344 for theoretical principle of this factor as it affects dependent behavior.

-Relationship of dependency to sex

Manifestations of dependent behavior more frequent and intense during early childhood in girls than in boys.

More stable and predictable of later behavior in girls.

7. Relationship of dependency to achievement and performance.

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1. Relationship of reward + punishment to the amt of dependent behavior displayed.
R-STUDY?

8. ~~Rejection~~ Independence
- Encouragement of by mothers

9. ~~Stability of Agents~~

7. Independence

DEFENDANTS EXHIBIT 38
PAGE 13.

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19. Relationship of dependency to s-ego
- manifestations of dep beh.
more frequent + intense dep and childlike in girls than boys

- more stable + predictable of later behav. in girls.

10. Reaction to frustration in attempts to get help.

11. Relationship to peers

12. Differential effects of ~~by~~ men + women serving nurturant needs

13. Dependency + ~~sex~~ generality this school performance

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IX Aggression (5000 W.)

Main sources:

Mussen text
Ferguson text
Feshbach review
Researcher's notes

1. Introduction

Wide range of aggressive behavior in children. Biological, constitutional, and social factors have all been considered to affect aggressiveness. Research has been concerned with variables that affect aggression in children.

a. biological factors

Some believe aggression to have an innate, biological basis. They find evidence for this in animal behavior. However, say that caution must be taken re generalizing animal data to humans.

b. consititutional factors

Constitutional factors may play a role in aggressive behavior. Evidence for:

-males of many animal species are more aggressive than the females

-activity level (considered to be a consitutional factor) in children is positively related to frequency of aggressive behavior (credit # 63 of Mussen references.) More activity leads to more interaction with environment and thus more chances for aggressive behavior to occur wh is one likely explanation offered by pe investigators.

c. social factors

Socialization and environmental factors have major effect on the frequency and kind of aggressive behavior. Some social and interpersonal factors considered important and examined by researchers are

--reward and punishment of
--permissiveness or restrictiveness of environment
--other parental ways of dealing with child and child training practices
--behavior of models
--degree of frustration

NOTE: Devote only about 300 words to these three factors -- a, b, & c.

2. Causes of and types of aggressive behavior at this age
See FESHBACH article pp. 165-137.

3. Stability of aggressive expression in personality
Studies by TUDDLENHAM '59 and KAGAN & MOSS '62 in FESHBACH 187, 183.

MUSSEN (FCLS) 340-41

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(4)

P.D.
Ch 9

PAGE 4

Aggression

1. Intro

1. Biological factors basis for

2. Some believe innate, biological basis for aggression

- evidence of in animals

3. Caution re generalizing animal data to humans. Little empirical evidence for innate

4. Some ~~factors~~ constit.

4. Constitutional factors - may play role in aggressive behavior

- males of many animal species more aggress.
- activity level in children correlated with frequency of aggressive behavior. Due to more interaction with + thus more chance of aggress. behav.

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PAGE 5

Aggression cont.

B. Social experience + aggress

(Interpersonal + social factors affect develop of aggressive behavior

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B. Frustration and aggression

Frustration is considered a common antecedent of aggression. This frustration-aggression hypothesis has been given much attention by investigators.

Explain frustration-aggression hypothesis. (SEE #6 - NEXT PAGE)

Sources of frustration

Frustration arises when barriers to goals exist. Frustration varies with the intensity of the drive instigated behavior that is thwarted.

Barriers may be:
- -externally imposed
- -internal
  - --feelings of inadequacy or anxiety that thwart achievement of goal
  - --internal conflicts between incompatable responses

Contradictory evidence to support this hypothesis exists. (See statements explaining why in FESHBACH P. 204). Give some supporting as well as negating evidence. Use OTIS & MCCANDLESS STUDY '55 described in researcher's notes as supporting evidence. Select study from FESHBACH PP. 204, 205 that gives negative evidence.

Other response to frustration: regressive behavior

- -Regression is also another frequent consequence of frustration.
- -Study showing effect of frustration on regressive behavior

  BARKER, DEMBO, LEWIN study in MUSSEN 333

Individual differences in frustration tolerance to same events

Discuss different responses.

Studies: BLOCK in MUSSEN 333, 334; OTIS & MCCANDLESS FOLLOW-UP in Researcher's notes.

C. Antecedents of aggressive reactions to frustration (or situational factors, conditions)

a. Reward and punishment

MUSSEN 335

- -Rewards for aggressive behavior lead to increases in aggressive behavior.

  Study BANDURA & WALTERS '63 in MUSSEN 336. (Researcher notes that this is LOVAS '61 study and wrongly credited in MUSSEN).

  Study PATTERSON, LITTMAN, BRICKER '67 in RESEARCHER'S notes.

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PAGE5 C. ~~Effects of~~ frustration as source of aggression

1. Frustration-aggression hypothesis

Evidence for: ~~desire~~ - ex. lewin study, with doll-play MUSS 33: 225
B. ~~Effects~~ What ~~factors~~ are considered frustrating by psych.

2. Sources of frustration:
   1. externally imposed barrier that thwart achieving an impt goal.
   2. internal conflicts between incompat. regs.
   3. feelings of inadequacy & anxiety that thwart the pursuit of impt goals.

DEFENDANT'S EXHIBIT 38

PAGE7 3. Frustration & regression.

- regression is also another frequent ~~inst~~ consequence of frustration.

- study showing effect of frustration on regressive behavior

?? BARKER DEMBO, LEWIN study in MUSS 333 (?? RR)

- Differences in "frustration tolerance" levels ~~displayed~~ in study (?? R)

Not included again - discussed earlier in relation to ~~aggression~~ aggression

- ~~effects~~ of diff. frustration levels effect on ~~the~~ display regression & aggressive behavior.

DEFENDANTS EXHIBIT 38

PAGE 8 6. The effect of situational factors on reaction to frustration

- reward & punishment
  - -rewards for aggress behav leads to increases in aggress.

Study BANDURA & WALTERS '63 in MUSS 336. ? R.

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PAGE 12 - TOP PORTION

Aggression, cont.

5. Antecedents of aggression, cont.

a. Reward and punishment, cont.

-Punishment leads to inhibition of overt aggressive behavior

Study HOLLENBERG & SPERRY '50 in Mussen: also see Researcher's notes on that study for some important qualifications.

MUSSEN 338

--Include in discussion qualifications of this statement made by study of SEARS & ANDERSON et al '53 in Mussen p. 338 and in FERGUSON PP. 103, 104.

ARONFREED — Also Parke + Walters (Ferguson 104)

-Agression may be displaced rather than eliminated, especially in highly frustrated children.

Study in MUSSEN P. 339. (338) Ferguson 105

- Inconsistent punishment of aggression may also stimulate aggression. (339)

(Sears Quote?)

b. Permissiveness or restrictiveness of environment

Permissiveness of aggressive behavior increases display of aggressive behavior.

BANDURA & WALTER'S '63 study in MUSSEN 336. Also WEATHERBY '62 study in Researcher's notes.

Ferguson 214, 219, 220-21 (Diff betw Mutt + Jeff Regimes)

Effect of adult absence

SIEGEL & KOHN ' 59 in Mussen p. 336. (Ferguson 103)

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- effect of permissiveness of aggress. behav.
-- evidence display of aggress. learned.

STUDY ? R

- effect of adult absence
SIEGEL & KOHN '59 study in 336 MUSS

(? R)

DEFENDANT'S EXHIBIT 38

PAGE 8(a)

6, cont.

- effect of punishment

1) -- leads to inhibition of overt aggressive behavior

Study HOLLENBERG & SPERRY '50
? R. other?

-- not as simple as above
see SEARS & WHITING et al '53 + implications
- MUSS 338

3) -- displacement

STUDY home frustration in MUSS 339. ? SEARS ?

--- highly frustrated children & highly punished "
produced children who displaced more aggress in doll play.

4) -- inconsistent punishment of aggress may also stimulate aggress. MUSS 339

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PAGE 12 BOTTOM PORTION

c. Sex and age differences in aggression

-boys show more aggressive behavior than girls

-sex differences in aggressive behavior increase with age

--this can be explained by environmental and cultural acceptance of aggressive behavior for male and not female.

6. Model theory of aggressive behavior

According to other investigators, frustration is not a necessary antecedent to aggression. Studies show that exposure to an aggressive model increases aggressive responses in children, as we have already seen in Bandura and Walters' studies described in Learning chapter.

NOTE: About 250 words on this. This might be better worked in early in discussion of aggression when discussing controversy of over frustration-aggression hypothesis.

DEFENDANT'S EXHIBIT 45B

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Ch 4

Aggression

E. Sex + Age differences in aggression

- boys show more aggression than girls
- ~~differentiation between girls~~
- sex diff. in aggression increase with age

- explained by environ. + cultural standards accept in aggression for male + not female.

- stability of aggression

? KAGAN + MUSS STUDY 162 in MUSS 340, 341 (22 R)

DEFENDANT'S EXHIBIT 38

PAGE 9

~~Frustration~~ cont.

Aggression cont.

D. Modeling (Model theory)

1. Exposure to an aggressive model increases children aggressive response in children + frustration is not a necessary antecedent to aggression.

Bandura + Huston study '61 in MUSS 337.

as we have seen in CH 4 + D

DEFENDANT'S EXHIBIT 38

E Sex + age differences

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1

PAGE 13 - TOP PORTION

X Fear

MUSSEN 344.

1. What is fear; differences between fear and anxiety ← "Repression" and fear

2. Constructive function of fear as well as emotionally crippling effects of

3. Nature of fears at this age.

Fears of unexpected and strange events and people decline and fears stem more from anticipated, imaginary, or supernatural dangers.

Elaborate and give examples of -- fear of dark, for one.

See Jersild study enclosed.

Editor: Consider tab. from Jersild study.

4. Learning of fears

5. Marked individual differences in susceptibility to fear

6. Generalization of fear and modifications in form

7. Relationship of intelligence and fear

8. Eliminating fears

a. Fears not automatically eliminated--learning of new response is necessary to eliminate fear.

b. Technique of gradual exposure, explanation, and encouragement by parent

DEFENDANT'S EXHIBIT 45B

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Fear & Anxiety

1. ~~Definition~~ What is fear ~~& anxiety~~
Differences betw. fear & anxiety

~~2. What are some common fears at this age?~~
at this age?

2. Contributing factors to fear & anxiety
~~Lack of practice of self-preservation~~
~~to lead to fear~~ as well as emotionally ~~disposition~~

3. What are some common fears at this age?
(Fears of unexpected ~~strange~~ events & strange people
~~people, or~~ sudden declines)

~~Fear~~

a. anticipated, imaginary, & supernatural dangers
~~(Accidents, heights, darkness, loneliness~~
~~Examples~~
Elaborate - give example of.

4. Marked individual differences in susceptibility to fear.

5. Generality of fear ~~to similar~~ & modification in form.

DEFENDANT'S EXHIBIT 38
PAGE 16

6. Relationship of allergies and fear

7. Learning fears from parent

8. Eliminating fears

a. Fears not automatically eliminated ~~by~~
~~so that~~ learning of new response
necessary to eliminate fear.
Example of.

b. technique of gradual exposure ~~elimination~~
~~encouragement~~ ~~coaxing~~ ~~pressure~~ ~~under~~ by ~~with~~ the parent.

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PAGE 13 · BOTTOM PO TION

I. Anxiety

1. Constructive function of as well as emotionally crippling effect

2. Causes/sources of anxiety at this age

3. Antecedents of anxiety

-overly severe punishment and restrictions
-standards too high for child to attain
-negative evaluation of child's accomplishments
-inconsistency in mood and treatment

(credit #49 and #64 in MUSSEN's list of references

4. Effects of anxiety on behavior

-dependency reactions
Use study in Researcher's notes.

-Effect on learning
Anxiety effects more complex and abstract thinking and thus has more deleterious effect on higher academic achievement than on lower
(credit # 36 in MUSSEN references.)

See also researcher's notes.

DEFENDANT'S EXHIBIT 45B

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Anxiety Reduction

~~1. The Origin effect of~~ (Also maybe two constructive purpose of)

1. Constructive function of anxiety as well as emotionally crippling effect.

2. ~~Some~~ causes/sources of anxiety at this age

3. ~~Child~~ Parent/child relationship as source
~~Kinds of treatment that may~~
~~type of discipline~~
- overly severe punishment + restriction
- ~~too~~ standards too high for child to attain
- negative evaluation of child's ~~school~~ accomplishments
- inconsistency in mood + treatment

(Credit #49 + 64 in MUSSEN Reference)

DEFENDANT'S EXHIBIT 38

STUDIES ??

PAGE 18

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~~4. Behavioral indications of anxiety~~

~~4. Effects of anxiety on behavior.~~

4. Behavioral evidence of anxiety

5. Effect of anxiety on learning

Effects more complex + abstract thinking + thus has more deleterious effect on higher academic achievement than on lower. (Credit #36 in Mussen Reference).

DEFENDANT'S EXHIBIT 38

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5. Defense Mechanisms

a. Define-general function of

b. As adaptive and maladaptive in function

Discuss constructive aspect as well as deleterious effects on mental and emotional health.

c. Flexibility or rigidity as determining how destructive and maladaptive the defense mechanism is (credit #66 of MUSSEN REFERENCES)

d. Note that we will describe the common defense mechanisms in middle childhood personality chapter.

e. Relationship of parent-child communication to defensive behavior.

HILL & SARASON study #36 & #66 in Mussen references.

DEFENDANT'S EXHIBIT 15B

Defense Mechanisms

1. Define ~~distortion~~ general function of reality ~~distortion~~ as distorting reality
3. Construct aspect as well as ~~harmful aspect~~ harmful aspect deleterious affect on mental & emotional health.

~~Evaluate~~ as adaptive & maladaptive

4. Flexibility vs rigidity as determining how destructive or maladaptive the def. mech. is.
(Credit #66 of Muss references)

5. Describe briefly ~~the~~ some def. mech. ~~which are~~ common in young children & give an ex. of each.

5. Note that we will describe the common defense mechanism in later section

6. Relationship of parent-child communication style to defenses (how this is SARASON STUDY #36 + #66 in MUSS. References)